

**SHRI K.K. SHASTRI GOVERNMENT COMMERCE COLLEGE**  
**Shri K.K. Shastri Educational Campus, Khokhra Road,**  
**Maninagar (East), Ahmedabad-380008**

**AQAR 2021-22**

**CRITERIA VII**

**7.2**

**Year: 2021-22**

**Best Practices**

**Best Practices 1**

**Best Practices 1) Perpetuation of academic interest of the students in changing time:**

**Objective:**

- To prepare students for the switch from online to offline teaching and learning
- To modify the examination system to reduce the hassle

**The framework:**

During the academic year 2021-22, in the odd semester, teaching-learning was continued in the blended mode as pandemic-imposed regulations were still in place. However, as conditions improved, the even semester for semester 3 and 5 students was begun in offline mode. This transition was stressful for the students. To ease the burden on the



students, reforms in the examination system were needed.

### **The Practice**

Classes were begun in a staggered manner. Odd semester students, who wished to join blended learning, needed consent letters from parents. To provide students (who had started attending offline), practice of giving written exams, internal examinations were conducted offline. In the final examination, students were given more choice and the duration of the exam was shortened.

### **Evidence of Success**

Because of our sustained efforts, even after the examinations were taken offline, the pass percentage did not see much change when compared with the previous year.

### **Problem Encountered:**

We had to take extra measures to build confidence in the students as well as to focus on mental health, social interaction, and coping mechanisms in the post-COVID situation.



Best Practices 2) Execute the Students' mentoring and counseling program with their guardians during the normal period and lockdown period.

**The Objectives:**

To increase attendance in the online/offline classes and to minimize dropouts through personal counseling and to be aware their parents regarding online class routine and academic activities as well of the college.

**The Context:**

Students undergo various problems of stress. Considering the student-teacher ratio in classrooms, it is impossible at times to give personal attention to students in class. One solution, therefore, is a 'Mentor' who can form a bond with students in a true sense. Besides providing special attention to their studies, mentoring is vital for students to achieve emotional stability and to promote clarity in thinking and decision making for their holistic development. We expect mentees to benefit from independent advice from mentors who shared their experiences and showed options for actions through reflecting on their own early career stages and obstacles. Additionally, enhancing one's own mentoring abilities, expanding the own network and enhancing understanding of early life struggles were seen as "win-win" effects which in turn might be useful for the future.

**The Practice:**



In the mentoring session, there was a general effort to identify the aptitudes of all the students so that it would be easier to handle their problems related to their academic career. Each teacher is assigned some students. They meet at least once a month to discuss, clarify, and primarily to share various problems which may be personal, domestic, academic, etc. The teachers are equipped with all the necessary information about his/her mentees in a file. During normal college days, mentoring is a regular ongoing process, and guardians are made aware of the developments/shortcomings of students. But during lockdown phase, mentoring cum counseling were done through online mode. Respective departments organized student counseling programmes with their parents through online mode.

#### Evidence of Success:

It is needless to say that a mentor gets job satisfaction. Evidence of the success of the practice includes better results in the examinations, more regular attendance, increased participation in co-curricular activities, better discipline on campus, and respectful relationships between teachers and students.

#### Limitation:

This practice requires well-committed teaching staff who have the desire to help students beyond teaching hours.



This is the extra and volunteer activity which we have to do along with all teaching and other activities during college hours so cannot give much time.



*[Handwritten Signature]*  
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